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ABSTRACT

This study examined the impact of the use of cooperative learning on classroom discipline in third-, fourth-, and fifth- grade classrooms. Data were collected by means of teacher and experimenter observations of student classroom behavior. Problem behaviors were classified into two categories that involved the students themselves: off-task and noncompliance, and two categories that involved other students: bothering others and aggression. For cooperative and noncooperative classrooms respectively, teacher observers counted 36 and 50 off-task behaviors, 5 and 1 noncompliant behaviors, 32 and 35 behaviors that involved bothering other students, and 8 and 3 aggressive behaviors. Also for cooperative and noncooperative classrooms respectively, experimenter observers counted 40 and 59 off-task behaviors, and 37 and 36 behaviors that involved bothering other students. No noncompliant or aggressive behaviors were observed by the experimenter. From these data, it is concluded that the use of cooperative learning reduces the number of self-related off-task problem behaviors in the classroom. A list of 14 references is provided. Appended materials include a description of the behavior problems counted in the observations, a questionnaire for teachers concerning problem behavior, and a series of graphs illustrating the data described in the text. (BC)

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# Cooperative Learning: How Does It Affect Discipline?

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Running Head: Cooperative Learning and Discipline



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# CHAPTER 1

Cooperative learning is a technique that has been around many years as a way to organize a classroom, although just recently it has enjoyed renewed popularity. Before teachers will consider using cooperative learning, just like any other new technique, they tend to have one major question: "How will this affect the behavior in my classroom?" This question is important, because classroom management is often what makes or breaks a teacher in the classroom. Moreover, if cooperative learning lessens discipline problems, then this creates a better case for the use of cooperative learning.

In light of this, the purpose of this study is to determine how using cooperative learning impacts discipline in the classroom. Much research has shown that cooperative learning increases positive academic and non-academic behaviors, but there is not much conclusive evidence for how exactly it impacts negative behavior.

My hypothesis is that cooperative learning decreases the number of negative behaviors a teacher must contend with, therefore lightening her disciplinary load. I predict that my observations and the observations of the teachers will reflect an

obvious difference between the negative behaviors in the cooperative learning classes and that of the other classes.

Studies and research on cooperative learning date at least as far back as the 1960's. These studies have often shown positive effects on the achievement of students, especially in a group reward and individual accountability setting (Slavin, 1983a, 1985). Negative effects on achievement are almost never found, so one can conclude that the cooperative learning classroom structure is at least as effective as competitive structure (Slavin, 1988). Johnson, Johnson, Johnson, and Anderson (1976) found that cooperative learning did result in higher daily achievement, but that on tests, the level of achievement was not different from the control group. Cooperative learning has also been found to promote greater academic achievement among mildly academically handicapped students mainstreamed into the regular classroom. (Madden & Slavin, 1983).

Studies of cooperative learning have also demonstrated a variety of non-cognitive gains which seem to be a result of both the achievement gains and the cooperative framework. Pro-academic peer norms have been found in these studies; these norms have peers pushing each other to do well rather than living by the maxim that it's not "cool" to do well (Slavin,

1983b). Also, students in cooperative learning groups tend to derive greater satisfaction from their efforts to do work (Norem-Heberson & Johnson, 1981). Moreover, Zander (1974) has found that people often work harder for small work teams than for themselves. The results are mixed on whether or not cooperative learning improves a student's liking of class and his/her desire to attend school, but some positive gains have been shown (Bennett, 1987; Johnson et al, 1976; Madden & Slavin, 1983; Slavin, 1983b). Norem-Heberson & Johnson (1981) found that students in the cooperative setting also have more positive attitudes toward the teacher.

Included in these non-cognitive gains are improvements in how students feel about themselves. In a cooperatively structured classroom, self-esteem is heightened (Bennett, 1987; Slavin, 1983a; Slavin, 1983b) and the self-concept is enhanced (Madden & Slavin, 1983; Slavin, 1985); Bennett (1987) goes further to say that competitive goal structures tend to threaten a student's self-worth. In addition, although cooperative learning does not increase the number of actual friends a student has, it does increase feelings of being liked by classmates as well as liking classmates (Goffin, 1987; Johnson et al, 1976; Slavin 1983a; Slavin, 1983b; Slavin, 1985; Stanford, 1974).

Not only are there increases in acceptance, but students feel more supported by their peers in cooperative settings than in competitive settings (Goffin, 1987).

> Cooperative learning experiences...have been found to result in stronger beliefs that one is personally liked, supported, and accepted by other students, that other students care about how much one learns, and that other students want to help one learn. (Slavin, 1985, p. 118).

Johnson et al (1976) state the results of this support: "the more acceptance and support a person feels in a goal-oriented situation, the more enjoyable and perhaps more productive his efforts will be..." (p. 450). Cooperative learning has shown that this acceptance expands to include mainstreamed mildly academically handicapped children (Madden & Slavin, 1983; Slavin, 1983a; Slavin, 1985). Many of these social improvements come as a result of increased contact between the students in a cooperative classroom, so it follows that interracial and inter-ethnic relations have also been shown to improve (Slavin, 1983a; Slavin, 1985).

Gains have also been found in an area that encompasses skills necessary for further intellectual development. In the cooperative learning setting,

higher level non-cognitive skills have shown improvement, such as the student's ability to take the emotional and cognitive perspective of another person (Goffin, 1987; Norem-Heberson & Johnson, 1981). These groups of students also developed better communication techniques (Slavin, 1985, 1991) which are crucial to conflict resolution. Cooperative learning structures also have positive effects on a student's locus of control: they more often see their achievement as dependent on their efforts rather than the luck of the situation or the will of the teacher (Johnson et al, 1976; Slavin, 1983b). Finally, Stanford (1974) found that students in the cooperative class improved on their ability to work towards a goal without teacher direction.

A small group of studies include discipline or negative behaviors in their list of behaviors to be observed. Johnson et al (1976) observed that student attitudes toward learning (described earlier) have important effects on behavior, but stated that these have yet to be studied thoroughly. One major factor affecting discipline in the classroom is student time on-task, because time on-task is a competing behavior which tends to preclude problematic behaviors. Slavin (1983, 1991) found that cooperative learning increases time on-task because of the social nature of the

cooperative task itself: "Most studies that have measured time on-task have found higher proportions of engaged time for the cooperative learning students than for control students." (Slavin, 1983, p. 114). In other words, cooperative learning tasks engage the students and involve their social nature so that their social sides are not as open to opportunity for off-task behavior. Unfortunately, not enough of the studies actually measured time on-task. Moreover, it is uncertain whether the type of cooperative learning (Jigsaw, Student Team Learning, Team Games Tournament, etc.) makes a difference in increasing on-task behaviors. Johnson and Johnson (1991) say that group members can help with a disruptive student if a teacher trains them in procedures that control that student, and if the teacher also trains the class in collaborative skills. They also state that the proper use of cooperative learning in conjunction with competitive and individualized goal structures will prevent most discipline problems from even happening, or at least reduce inappropriate, non-responsive, and/or obstructive behaviors in the classroom. In teaching students collaborative and cooperative skills, these negative behaviors can be avoided. For example, Murphy (1991) observed a classroom that used a "Cooperation Circle" as a way to deal with problems,

following the idea of worker/supervisor trouble-shooting teams that some industries use. Although this is not cooperative learning, the students learned cooperation skills similar to those taught in cooperative learning; the students were "described as behaving far more responsibly, and positive classroom norms developed rapidly...fewer rules were needed...most breakdowns (were) readily resolved by calling a meeting of the cooperation circle." (Murphy, 1991, p. 8). Murphy found that less teacher time was taken in disciplining and reminding students of expected behavior, because this was taken care of by the students themselves.

Research demonstrates rather strongly the positive effects cooperative learning structures can have on student achievement and other non-cognitive variables. Only a few studies have focused specifically on the effect cooperative learning has on discipline in the classroom, so the question remains: "Does cooperative learning affect discipline?"

## CHAPTER 2: METHOD

This study was conducted in a large university town in a mid-Atlantic state. I contacted a teacher from each of two elementary schools, and discussed with them the types of teachers needed for this study. We came up with two sets of teachers; the first group (3rd, 4th, and 5th grade teachers) had their classrooms set using cooperative learning. Their students were seated in teams and team scores were posted in the room. I will refer to this group as the cooperative learning classrooms. The second group (3rd, 3rd, and 5th grade teachers) did not have their classroom organized in teams, and if they did use group work in some of their lessons, it was not arranged according to cooperative learning constructs. I will refer to this group as other, or other methods classrooms.

Although the teachers varied in teaching style (cooperative or other), I tried to ensure that their disciplinary styles were at least similar so that my study could focus more on the cooperative learning than the general differences in teacher style. I asked my contact teachers to help choose teachers who would more or less agree on what is or is not acceptable in their classroom; I accepted their judgement because it did not run contrary to my prior knowledge of these

teachers. One teacher from each group is on the clinical instructor staff at the local university.

Because I was studying behavior, I decided that observation would be the most objective way to collect data. I created a list of behaviors that would cover all possible negative behaviors (see Table 1). The four general categories are on two continua; behaviors involving the self or others, and minor problems to major problems. The more severe form of bothering others would be aggression, and the more severe form of off-task (self) would be deliberate non-compliance. Listed under each category are examples of behaviors common to these categories. After consulting with other professionals, and with the teachers involved in the study, we decided that this list was comprehensive.

The question of who would do the observing came next. An objective, outside observer was necessary to help validate the findings of my study. But, considering that my hypothesis included the idea that cooperative learning makes discipline easier on teachers, the teachers' perceptions of the behavior in their classroom were crucial to showing whether or not cooperative learning would lighten the disciplinary load. Time constraints forced me to observe only twice in each room--both times I saw the same group of students doing the same subject, for a 45 minute block

of time. The teachers observed that same group for the same amount of time, 5 times, one per each day of the week (on a Monday, Tuesday, Wednesday, Thursday, and a Friday--not necessarily in order in the same week). They had a two week period to complete these observations.

I met with the teachers before the observations began to go over the list of behaviors, so that they would be familiar with the things I would mark down. I defined what each behavior would look like, and clarified any misunderstandings. After I observed for the first time, I shared with the teacher my tally of behaviors, as an assurance that they understood the types of things for which I was looking. They began their observations once I completed my second observation.

I also gave the teachers a short questionnaire (see Table 2). In asking them for their definition of a behavior problem, I hope to see some differences between groups. I might also receive comments that would shed light upon my results. In asking them to rate their class, I was interested to see if the cooperative learning group would rate their classes better behaviorally than the other methods group.

## CHAPTER 3: RESULTS

The following results were obtained by graphing the observation tallies in a variety of ways, comparing the cooperative learning group with the other methods group, and comparing my observations with theirs. This list is arranged in the same order as the graphs found in the appendix.

1. Averages: My Observations (Graph 1). These numbers are all averages for one 45 minute class, broken down by specific behaviors. There were no instances in either group of classrooms of hitting, poking, kicking, etc. As for talking to another student off-topic, there were 15 instances in the cooperative learning group and 16.5 in the other methods group. Making disruptive noises or gestures occurred 3.5 times in the cooperative learning class and .5 times in the other methods class. In the other methods class, an out-of-seat bothering others behavior occurred once per class, none in cooperative learning. Uncategorized off-task-self behaviors occurred .67 times per class in the cooperative learning classes, 4 times in the other methods classes. Playing in/on/around desk occurred 3 times per class in cooperative learning, 11 times per class in other methods. Not following directions or not listening behaviors occurred 14 times per cooperative learning



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class, 13.5 times per other methods class. Both groups had an average of .5 instances of out-of-seat behaviors. Finally, for staring into space behaviors, there was an average of 1 occurrence per cooperative learning class, .5 occurrences per other methods class. There were no aggressive or deliberate non-compliance behaviors recorded.

2. Totals: Teacher Observations (Graph 2). These are totals of 5 days of observation for each of the four behavioral categories. Bothering others behavior occurred 32 total times in the cooperative learning classes, 35 total times in the other methods classes. Off-task-self behaviors occurred 36 times in the cooperative learning classes, 50 times in the other methods classes. Deliberate non-compliance occurred 5 times in the cooperative learning classes, and once in the other methods classes. Finally, aggressive behaviors occurred 8 times in cooperative learning, 3 times in other methods.

3. Totals: My Observations (Graph 3). These are totals for the 4 general categories. For bothering others, there were 37 instances in the cooperative learning classes, 36 in the other methods classes. Off-task-self behaviors occurred 40 times in the cooperative learning classes, 59 times in the other methods classes. There were no occurrences of

deliberate non-compliance or aggression.

4. Other Methods--Third Grade (Graph U). The first time I observed, there were 15 off-task-self behaviors, 12 bothering others, and no aggression or non-compliance. The second time, there were 8 off-task-self behaviors, 5 bothering others, and no aggression or non-compliance. The following results are from the teacher's observations. Monday: 5 off-task-self, 3 bothering others, no aggression or non-compliance. Tuesday: 2 each of off-task-self and bothering others, no aggression or non-compliance. Wednesday: 4 off-task-self, 3 bothering others, 1 deliberate non-compliance, and no aggression. Thursday: 2 off-task-self, 1 bothering others, and no aggression or non-compliance. Friday: 5 each of off-task-self and bothering others, and no aggression or non-compliance.

5. Other Methods--Third Grade (Graph V). My first observation, there were 12 off-task-self behaviors, 5 bothering others, and no aggression or non-compliance. My second observation, there were 20 off-task-self behaviors, 2 bothering others, and no aggression or non-compliance. The following are the teacher's observations. Monday: 2 off-task-self, 4 bothering others, and no aggression or non-compliance. Tuesday: 4 off-task-self, 3 bothering others, 1

aggression, and no non-compliance. Wednesday: 5 off-task-self, 3 bothering others, and no aggression or non-compliance. Thursday: 3 each of off-task-self and bothering others, no aggression or non-compliance. Friday: 6 each of off-task-self and bothering others, 2 aggression, and no non-compliance.

6. Other Methods--Fifth Grade (Graph W). My first observation, there were 2 off-task-self behaviors, 6 bothering others, and no aggression or non-compliance. My second observation, there were 3 off-task-self behaviors, 5 bothering others, and no aggression or non-compliance. The following are the teacher's observations. Monday: 2 off-task-self, no bothering others, aggression, or non-compliance. Tuesday: 6 off-task-self, no bothering others, aggression, or non-compliance. Wednesday: 1 each of off-task-self and bothering others, no aggression or non-compliance. Thursday: 1 each of off-task-self and bothering others, no aggression or non-compliance. Friday: 2 off-task-self, no bothering others, aggression, or non-compliance.

7. Cooperative Learning--Third Grade (Graph X). My first observation, there were 8 off-task-self behaviors, 6 bothering others, and no aggressin or non-compliance. My second observation there were 4 off-task-self behaviors, 6 bothering others, and no non-

compliance or aggression. The following are the teacher's observations. There were no instances of aggression or non-compliance for any of the five days. Monday: 5 off-task-self, 2 bothering others. Tuesday: 3 off-task-self, 1 bothering others. Wednesday: 4 off-task-self, 2 bothering others. Thursday: the teacher was unable to do this day or make it up another day--graphed are average numbers for her observations: 3 off-task-self and 2 bothering others. Friday: 2 off-task-self, 1 bothering others.

8. Cooperative Learning--Fourth Grade (Graph Y). My first observation, there were 14 off-task-self, 6 bothering others, and no aggression or non-compliance. My second observation, there were 5 off-task-self behaviors, 4 bothering others, and no aggression or non compliance. The following are the teacher's observations. Monday: 3 off-task-self, and 1 each of bothering others, aggression, and non-compliance. Tuesday: 6 off-task self, 3 bothering others, 2 aggression, and no deliberate non-compliance. Wednesday: 3 off-task-self, 8 bothering others, 1 aggression and 2 deliberate non-compliance. Thursday: 5 off-task-self, 2 bothering others, 3 aggression and one deliberate non-compliance. Friday: 2 off-task-self, 6 bothering others, and no aggression or non-compliance.

9. Cooperative Learning--Fifth Grade (Graph Z). My first observation, there were 8 off-task-self, 10 bothering others, and no aggression or non-compliance. My second observation, there were 1 off-task-self, 4 bothering others, and no aggression or non-compliance. The following are the teacher's observations. Monday and Tuesday, there were no instances of any of the behaviors. Wednesday: 2 bothering others, no off-task-self, aggression, or non-compliance. Thursday: (this observation was actually done on a Monday) 2 bothering others, 1 each of aggression and non-compliance, and no off-task-self. Friday: there were no instances of any of the behaviors.

10. Questionnaire Data (no graph). In the questionnaires which the teachers filled out, they were asked to rate the behavior in their classroom on a scale that ranged from one to ten, one being no problems, ten being problematic (see Table 2). Both groups were pretty equally satisfied with their classroom's behavior: the average rating for the "other" classrooms was a 3.5, for the cooperative learning, a 3. One classroom from each group was given a 5 rating (see graphs V and X).

Also in the questionnaires, the teachers were asked to define "behavior problem". I was interested to see if a difference in philosophy would manifest

itself in their answers, separating cooperative learning from non-cooperative learning. The opposite occurred. The teachers all said that a behavior problem is something which interferes with or distracts from student learning. They all gave different examples of behavior problems. These examples are: disrespect for others and for property, inattentiveness, overly or inappropriately competitive, aggressive, talking loudly off-task, not keeping hands to self, and consistent repetition of a disruptive behavior.

# CHAPTER 4: DISCUSSION

My results tentatively support my hypothesis, that the use of cooperative learning decreases the number of negative behaviors in a classroom and therefore lightens the disciplinary load. Some of the data do show decreases in the number of behaviors, although these decreases are not dramatic. Furthermore, there are many interesting points that can be drawn from the results, as well as a few conclusions. I will discuss first the results of my two observations, then the results of the teachers' five observations, followed by a brief discussion of their survey answers.

When comparing an average 45 minute class in a cooperative learning classroom with an average 45 minute class in an other methods classroom during my observations (see graph 1), being off-task by not following directions or not listening to the speaker occurred in both settings very frequently relative to other variables. One possible explanation which could account for this is the age of the students observed: eight, nine, and ten year olds are still refining their listening skills and have shorter attention spans than students in the upper grades. Once these skills are learned, perhaps at the high school level, there may be differences between the cooperative learning group and

the other methods group; unfortunately, securing evidence of this is beyond the scope of this study.

It is interesting that there is a notable difference in the off-task behavior of playing in, on, or around one's desk. This occurred, on the average, three times per class in the cooperative learning classrooms, and 11 times per class in the other classrooms. There are a variety of possible explanations for this difference; one is that because cooperative learning allows for children's social nature and focuses students in their immediate groups, the students in the cooperative learning classrooms have less unoccupied time in which to play. The students in the other classrooms might play more frequently because there might be more possibilities for distraction in a large group where the focus of the lesson is removed from their immediate area.

Another result of my observations that warrants closer inspection is the frequency of the behavior, bothering others by talking off-task. In both groups of classrooms, this was the most frequent negative behavior (cooperative learning: 15, other methods: 16.5--see graph 1). Even though the cooperative learning students seem to be talking off-task, they might be doing a good deal of on-task talking also. Cooperative learning capitalizes on the social nature

of children by encouraging communication, and it is sometimes difficult to teach the students to discriminate between talking on-task and talking off-task. But, when a teacher encourages the students to talk within their small group, the students get to know each other better, especially the students outside of their social groups. Once this relationship is forged, the students will be more likely to ask a content-oriented question of their group-mates. Talking about a task or subject is an excellent way to come to understand and use that knowledge or experience. In addition, while allowing talking may not directly encourage on-task communication, not allowing student to student talking definitely will not encourage on-task communication.

When the observation totals done by the teachers are graphed, a few intriguing relationships emerge (see graph 2). First, my observation totals were almost always higher that those of the teachers, cooperative learning or not. A variety of possible reasons for this come to mind; it is difficult for a teacher involved with teaching his/her students to notice every single behavior of every student all of the time. Also, outside observers do sometimes misconstrue behaviors to be negative when, if viewed through the classroom teacher's eyes, the behavior would look

completely different.

An interesting thing to note is that I marked no occurrences of non-compliance or aggression during my observations, but four of the teachers did in theirs. Within the realm of this study, the reasons for this difference are not clear; also, there were no differences in this between the two groups. However, when viewed in connection with the fact that the teachers generally marked fewer behaviors than I did, the discrepancies become even more intriguing: they marked fewer of the minor behaviors, but more of the major behaviors. Once again, there is the possibility of the difference in perspective from outside observer and teacher; although the teachers were less likely to mark down a minor behavior, they might have construed a behavior as major that an outsider would have considered minor if it occurred at more important times in the teacher's lesson or if it occurred more than once. In other words, a teacher might view a behavior during independent classwork differently than the same behavior in the middle of the instructional section of a lesson.

Also notable is that the other methods teachers marked down more occurrences than the cooperative learning teachers did in the two minor categories, off-task-self (cooperative learning: 32, other: 35) and

bothering others (cooperative learning: 36, other: 50). Conversely, in the two major categories, non-compliance and aggression, the cooperative learning teachers marked down more occurrences than the other methods teachers: non-compliance (cooperative learning: 5, other: 1) and aggression (cooperative learning: 8, other: 3). Because I did not observe on the same days that the teachers did their observations, I have no way of knowing what actually occurred or how I would have judged it. There is also a strong possibility that the behaviors were more extreme than when I was there. Other possible explanations involve what I referred to earlier, that non-compliance and aggression are the extreme categories of off-task-self and bothering others. It is interesting that the classrooms emphasizing cooperation had more extreme behaviors in this time frame than did the other methods classrooms. One way of interpreting this is related to what I referred to earlier about the perspective of the teacher; the behaviors were not necessarily more extreme, but they were seen that way through the eyes of the teacher who was focused on encouraging cooperation. Not only were the behaviors interfering with their instruction, but they could also be seen as an affront to the cooperative effort.

One section of the graph of the teacher

observations does appear to support in part my hypothesis. The cooperative learning classrooms had fewer instances of off-task-self behaviors than the other methods classrooms. (See graph 2). The other methods classrooms had 50 total occurrences, or an average of 10 per class; the cooperative learning classrooms had 36 total occurrences, or an average of 7.2 per class. Because off-task behavior is a competing behavior to on-task behavior, we can assume that the cooperative learning classrooms were more often on-task than the other classrooms. This difference is also evident in my two observations (see Graph 3); the cooperative learning classrooms had 40 occurrences, or an average of 20 per class; the other methods classrooms had 59 occurrences, or 29.5 per class. This data is in support of my hypothesis as well as the research on on-task behavior and cooperative learning. Therefore, if only off-task-self behavior is recorded, cooperative learning reduces negative behaviors in the classroom. The final point I derived from the data is that the cooperative learning teachers had fewer behaviors with which to deal. In my two observations, the cooperative learning classrooms had 77 behaviors, or an average of 38.5 per class. The other methods classrooms had 94 behaviors, or 47 per class. In the observations of the teachers, the

difference is less significant. The cooperative learning classrooms had 81 total behaviors, or 16.2 per class period; the other methods classrooms had 89, or 17.8 per class period. Even though the difference is not as pronounced in the teacher observations, it is still worth consideration.

As for the section of my hypothesis that cooperative learning makes discipline <u>easier</u> on the teachers, this is more challenging to determine. The cooperative learning classrooms had fewer behaviors to control, but not overwhelmingly so. The only way to determine which method is easier would be to train each teacher to teach like the teachers in the different group. One would have to train the cooperative learning teachers to use other methods, and train the other methods teachers to use cooperative learning. Only then would the teachers and researchers be able to accurately determine which method makes discipline easier. Additionally, the easier method depends on the personality and style of the teacher, the subject and grade level being taught, and most importantly, the characteristics of the students.

# CHAPTER 5: CONCLUSIONS

Overall, combining my observations with those of the teachers, the main conclusion that can be supported is that cooperative learning has a positive effect on behaviors that fall under the category of off-task-self (see Graphs 2 and 3). There were fewer of these behaviors in the cooperative learning classrooms, meaning fewer behaviors to interfere with teaching and learning.

Some of the same statements which are made in the research concerning cooperative learning and achievement can also be made concerning cooperative learning and discipline. It can be a beneficial method in the classroom; it can have positive effects on achievement and behavior. But even if cooperative learning doesn't have positive effects in certain situations, it almost never shows any negative effects. Using cooperative learning correctly, and in conjunction with other methods, a variety of social, emotional, and cognitive needs can be met. Although the effect that cooperative learning has on discipline in the classroom needs to be further studied, an excellent case is being made for the use of cooperative learning.

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# APPENDIX

# Table 1: Behavior Problems

**Bothering Others:**
-hitting, poking, kicking, etc. another student
-talking to another student off-topic
-making disruptive noises and/or actions (verbal or non-verbal)
-out of seat bothering someone

**Off-task (self):**
-playing in/on/around desk
-sleeping
-not following directions/not listening (teacher/speaker)
-out of seat without permission
-staring into space

**Deliberate non-compliance:**
-a step past off-task (self)

**Aggression:**
-a step past bothering others

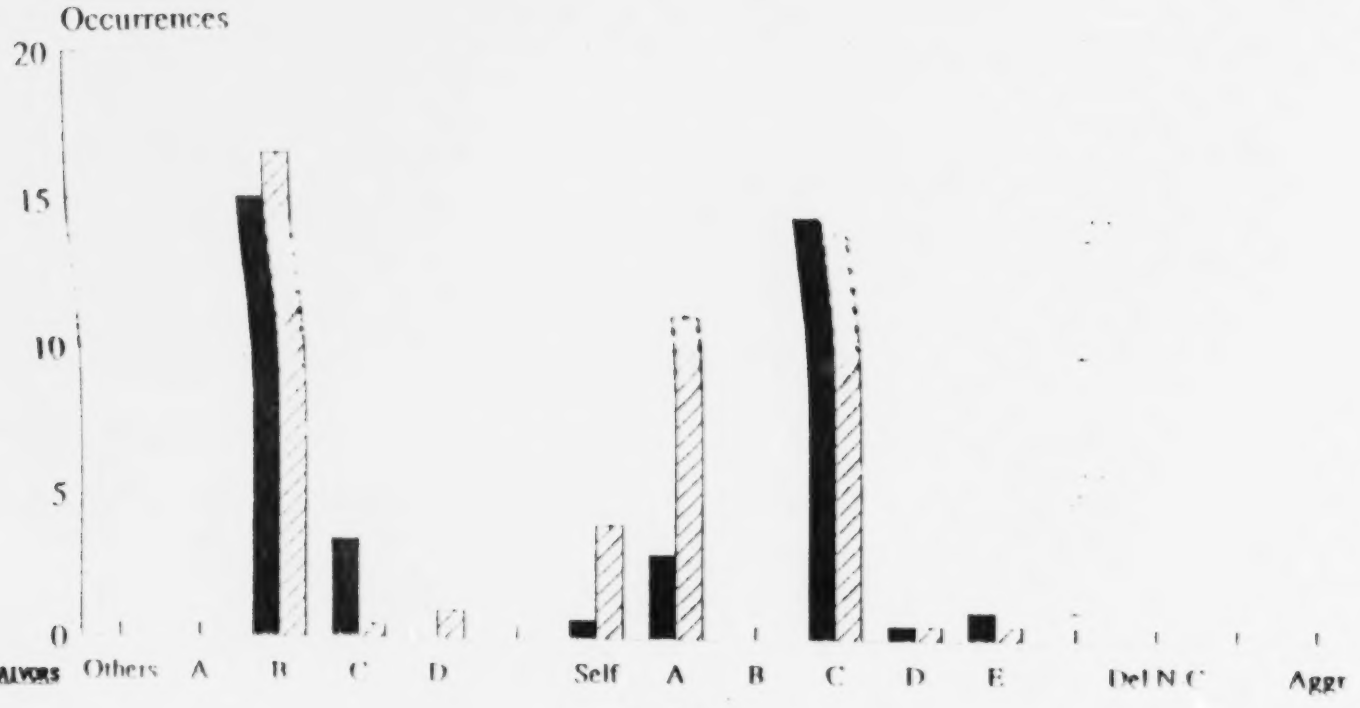
# Table 2: Questionnaire

**1. How would you define "behavior problem"?**

**2. In reference to your above definition, how would you rate the behavior of the students in your class? (Scale: 1-10, 1 = no problem 10 = problematic) Use examples to clarify your rating.**

THANK YOU!

# Averages: My Observations




One 45 minute class

Graph 1

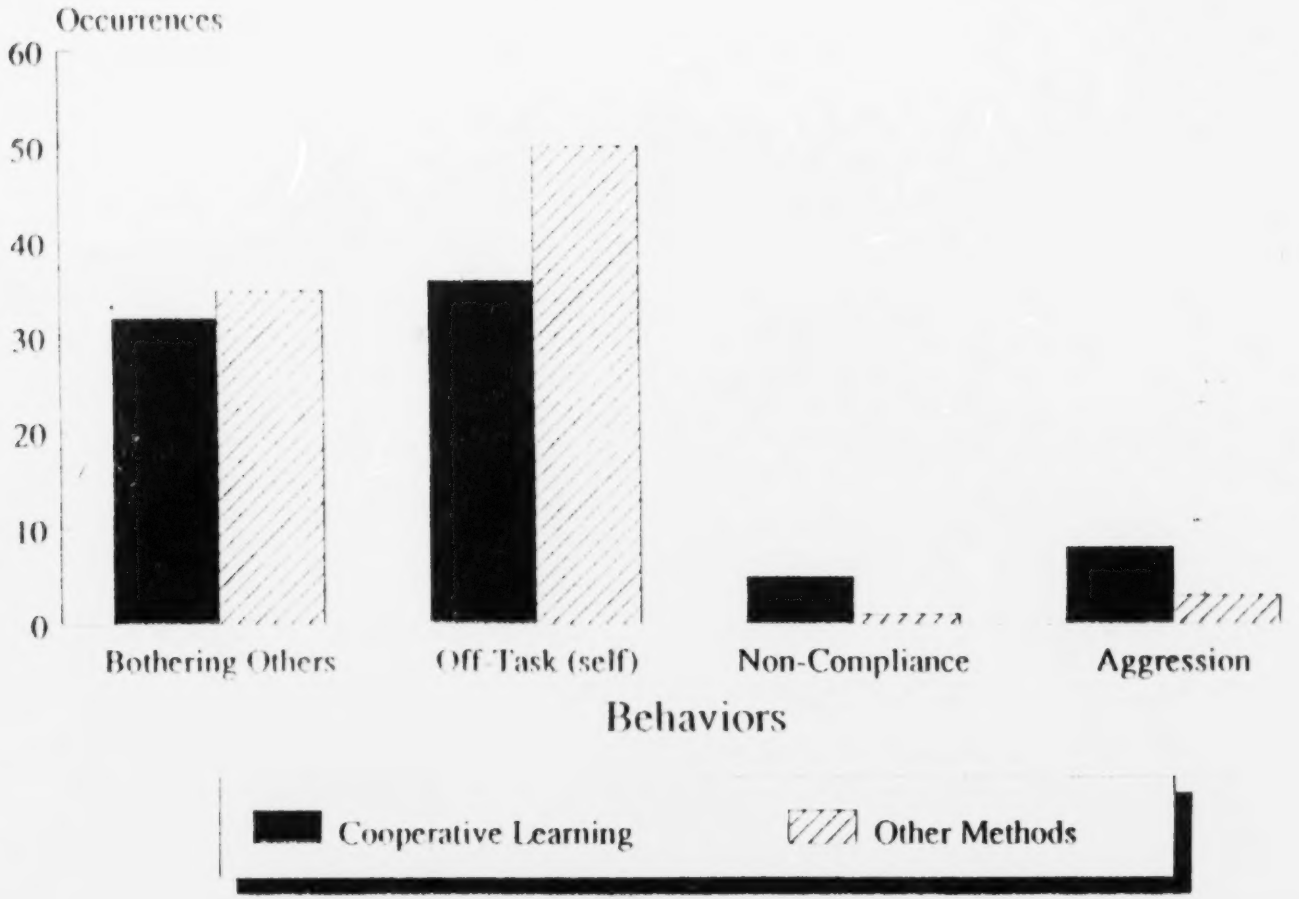
**BOTHERING OTHERS**
A = hitting, poking, kicking, etc. another student
B = talking to another student off-topic
C = making disruptive noises and/or actions (verbal or non-verbal)
D = out of seat bothering someone

**OFF-TASK-SELF**
A = playing in/on/around desk
B = sleeping
C = not following directions/not listening (teacher/speaker)
D = out of seat without permission
E = staring into space

**DELIBERATE NON-COMPLIANCE**

**AGGRESSION**

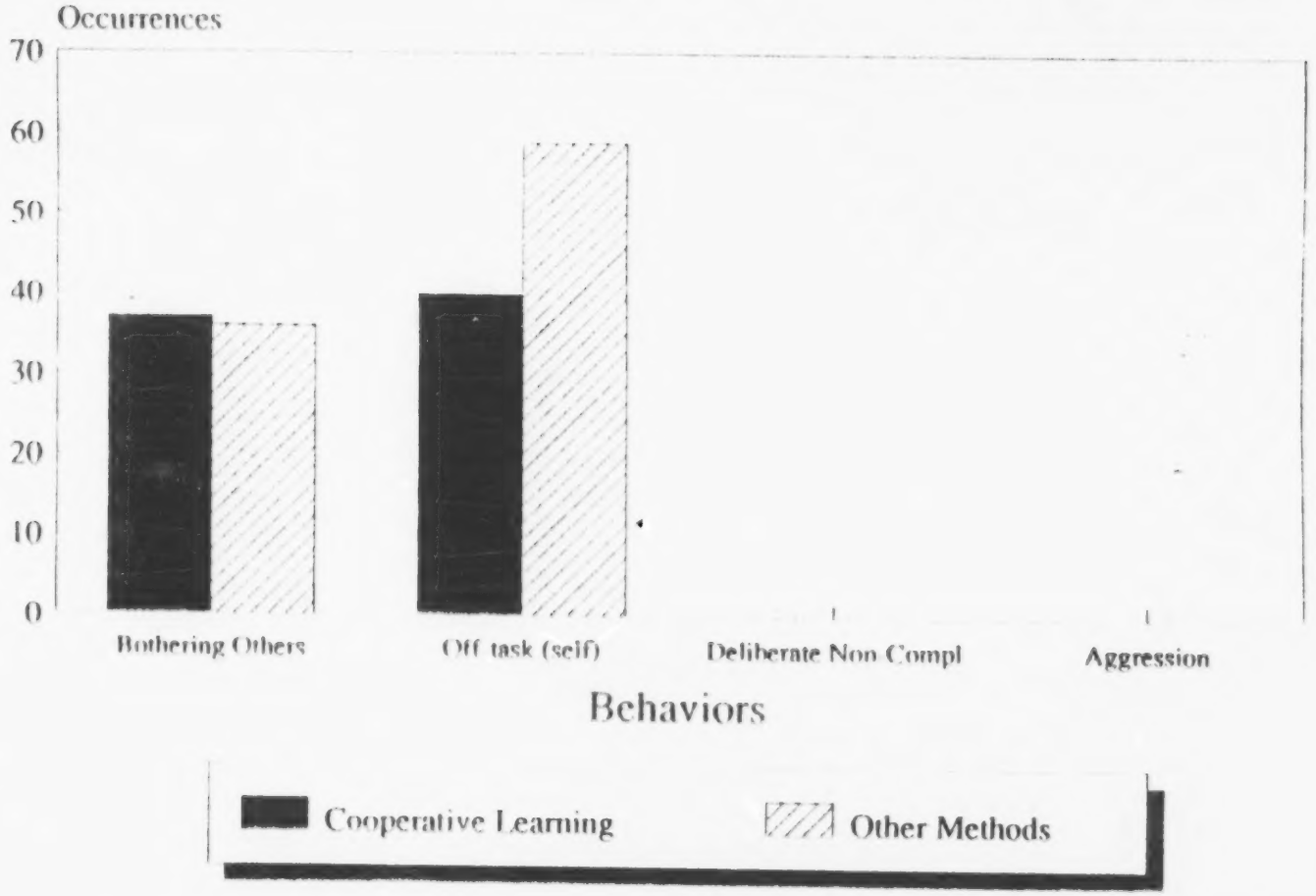
# Totals: Teacher Observations




For five 45 minute periods

Graph 2

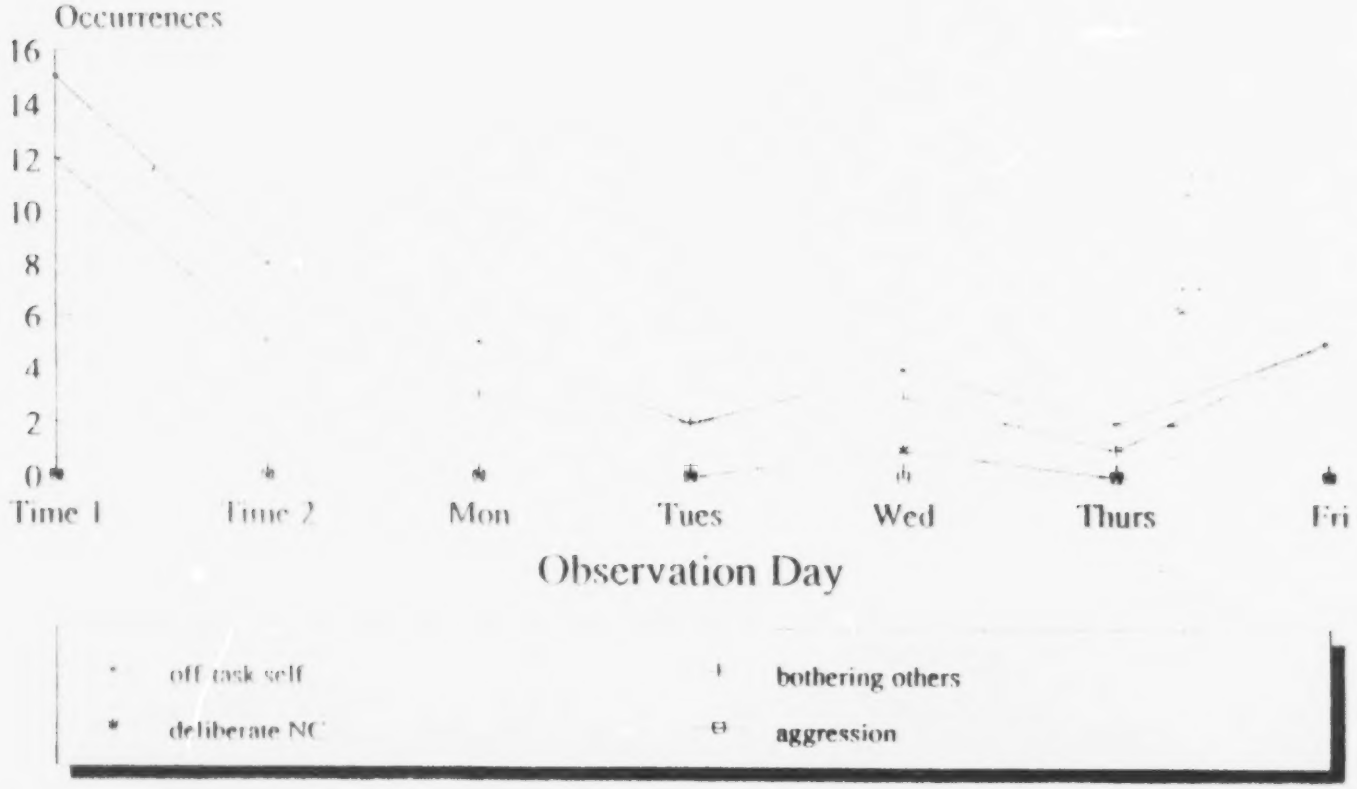
# Totals: My Observations




For two 45 minute periods

Graph 3

# Other Methods
## Third Grade




Teacher Rating: 3-4

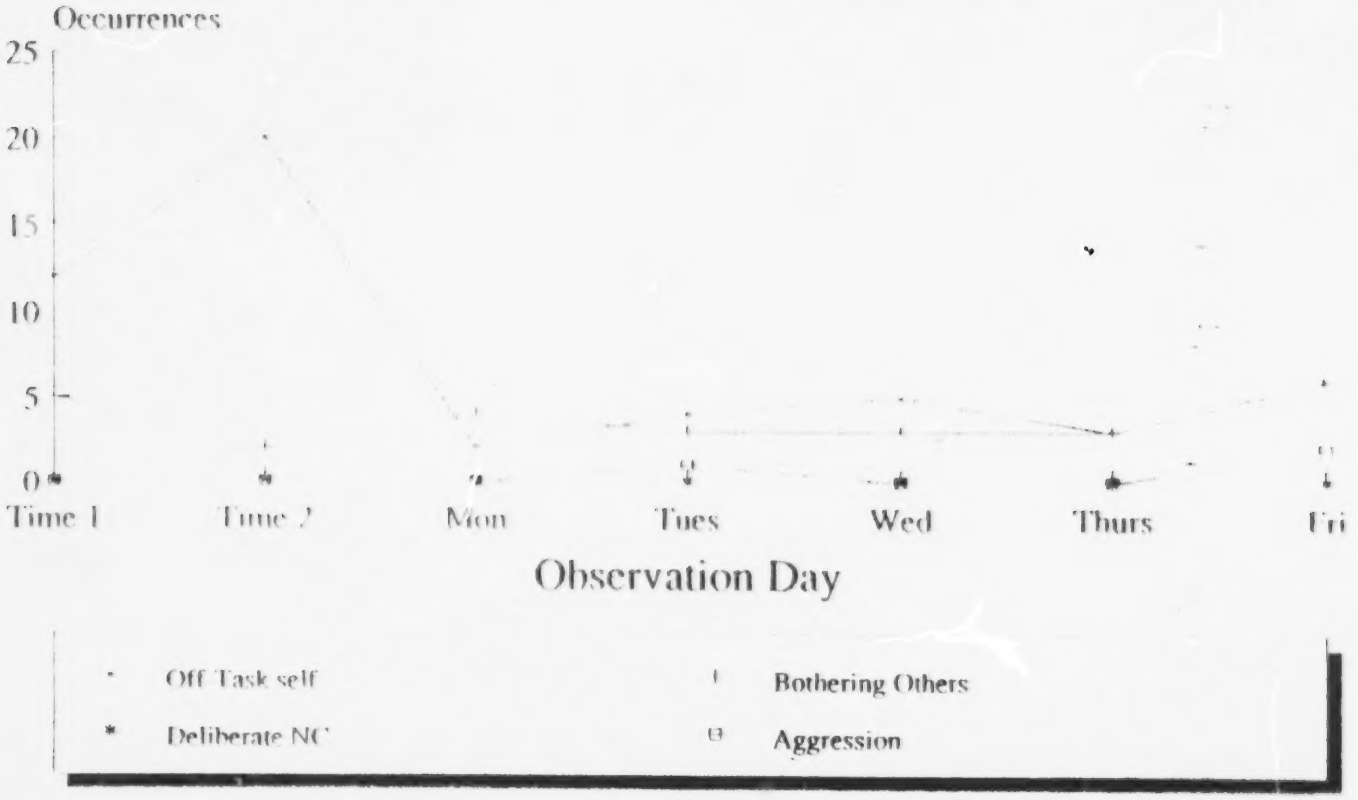




Graph U

# Other Methods

## Third Grade



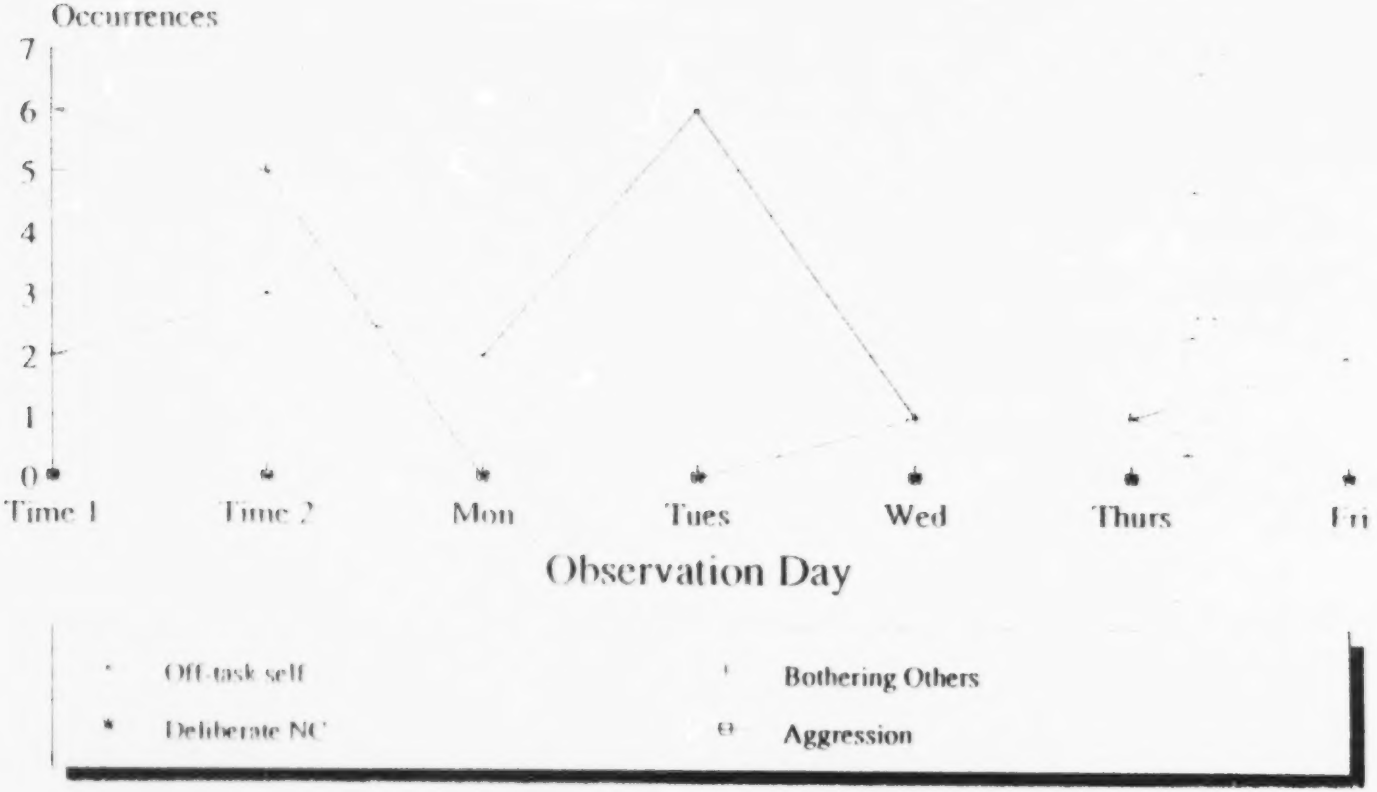

Teacher Rating: 5





Graph V

# Other Methods
## Fifth Grade



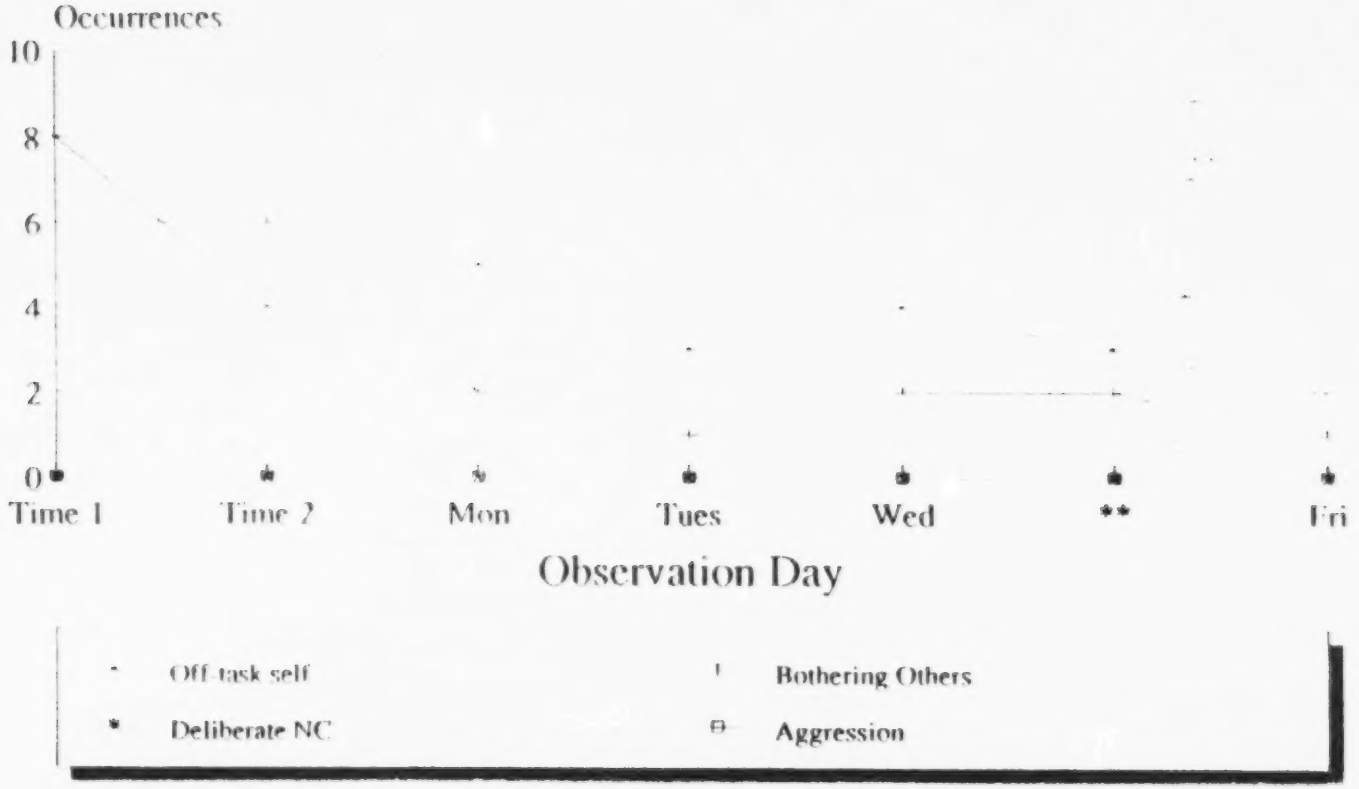

Teacher Rating: 2





Graph W

# Cooperative Learning
## Third Grade



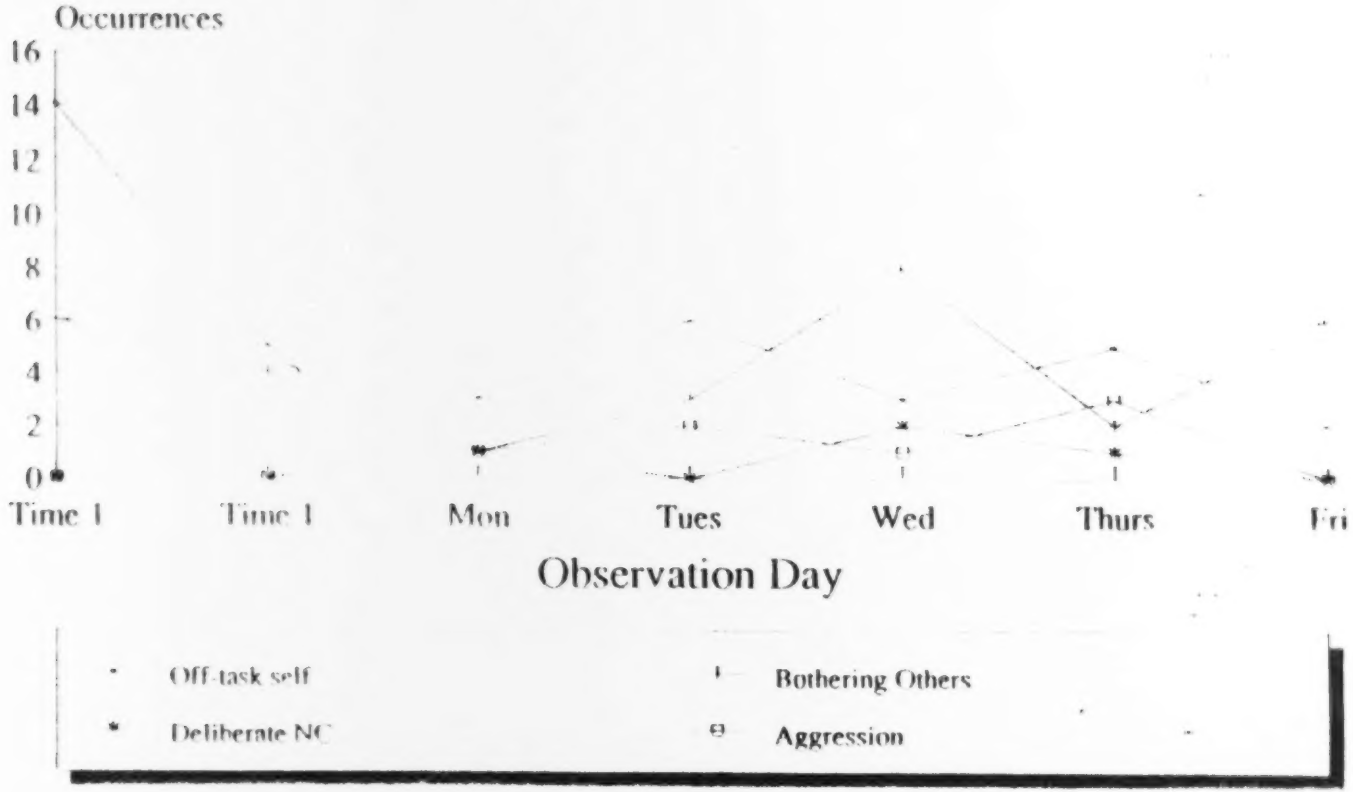

Teacher Rating: 2





Graph X

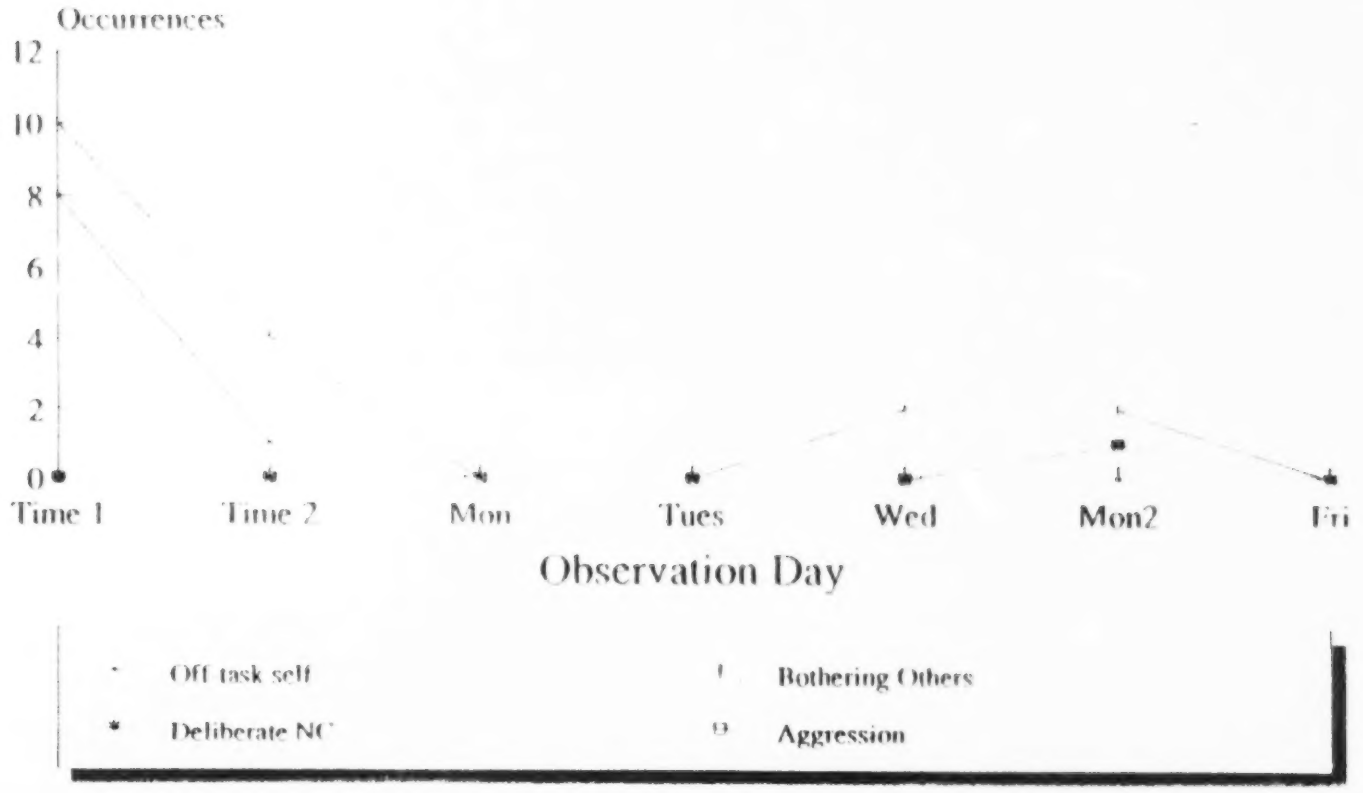
# Cooperative Learning
## Fourth Grade




Teacher Rating: 5

Graph Y

# Cooperative Learning
## Fifth Grade




Teacher Rating: 1-3



Graph Z